

Psychology Bridging Tasks

TED Talks

1. The Psychology of Evil <https://www.youtube.com/watch?v=OsFEV35tWsg>
2. Are we in control of our decisions?
<https://www.youtube.com/watch?v=OsFEV35tWsg>
3. How do we read each other's minds?
<https://www.youtube.com/watch?v=GOCUH7TxHRI&list=PLJ5lcQAPK6RZg2xZm9QQaBOx8MJm9j8LA&index=8>
4. How to spot a liar https://www.youtube.com/watch?v=P_6vDLq64gE
5. Inside the mind of a master procrastinator
<https://www.youtube.com/watch?v=arj7oStGLkU>

OpenLearn courses: https://www.open.edu/openlearn/free-courses/full-catalogue		Hours
Psychology	Childhood in the digital age	12
	Essay and report skills	15
	Exploring data: graphs and numerical summaries	20
	Exploring sport coaching and psychology	24
	Forensic Psychology	24
	Health and safety in the laboratory and field	1
	Introduction to child psychology	8
	An introduction to data and information	20
	Starting with psychology	5
	Reading and notetaking – preparation for study	12
	Psychological research, obedience and ethics	5
Science, maths and tech	Working with charts, graphs and tables	15
	Using numbers and handling data	12

Future Learn courses: https://www.futurelearn.com/subjects/psychology-and-mental-health/courses/psychology	Hours per week	No of weeks
Forensic Psychology: Witness investigation	8	3
Logical and critical thinking	8	4
Introduction to cognitive psychology: an experimental science	3	4
Psychology and mental health: beyond nature and nurture	6	3
Introduction to psychology: the history of science and psychology	2	6
Introduction to psychology: biological psychology	2	6
Introduction to psychology: the psychology of learning	2	6
What is a mind?	6	3
Introduction to psychology: developmental psychology	2	6
Introduction to psychology: the psychology of personality	2	6
Introduction to psychology: sensation and perception	2	6

Museum Tours

- The Freud museum have video tutorials and tasks that can be completed: <https://www.freud.org.uk/learn/>
- The Bethlam hospital has some online learning resources that you can access: <https://museumofthemind.org.uk/learning>
- Body Worlds London has some downloadable content that is useful as an intro to Biopsychology: <https://bodyworlds.co.uk/schools>

Mathematical skills: Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics.

Revise the following skills:

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Arithmetic and numerical computation	
Recognise and use expressions in decimal and standard form.	For example, converting data in standard form from a results table into decimal form in order to construct a pie chart.
Use ratios, fractions and percentages.	For example, calculating the percentages of cases that fall into different categories in an observation study.
Estimate results. (called approximation on AQA spec)	For example, commenting on the spread of scores for a set of data.
Handling data	
Use an appropriate number of significant figures.	For example, expressing a correlation coefficient to two or three significant figures.
Find arithmetic means.	For example, calculating the means for two conditions using raw data from a class experiment.
Construct and interpret frequency tables and diagrams, bar charts and histograms.	For example, selecting and sketching an appropriate form of data display for a given set of data.
Understand simple probability.	For example, explaining the difference between the 0.05 and 0.01 levels of significance.
Understand the principles of sampling as applied to scientific data.	For example, explaining how a random or stratified sample could be obtained from a target population.
Understand the terms mean, median and mode.	For example, explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data.

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Use a scatter diagram to identify a correlation between two variables.	For example, plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.
Use a statistical test.	For example, calculating a non-parametric test of differences using data from a given experiment.
Make order of magnitude calculations.	For example, estimating the mean test score for a large number of participants on the basis of the total overall score.
Distinguish between levels of measurement.	For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.
Know the characteristics of normal and skewed distributions.	For example, being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode).
Select an appropriate statistical test.	For example, selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate.
Use statistical tables to determine significance.	For example, using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.
Understand measures of dispersion, including standard deviation and range.	For example, explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores, eg where there is an outlying score.
Understand the differences between qualitative and quantitative data.	For example, explaining how a given qualitative measure (for example, an interview transcript) might be converted into quantitative data.
Understand the difference between primary and secondary data.	For example, stating whether data collected by a researcher dealing directly with participants is primary or secondary data.
Algebra	
Understand and use the symbols: =, <, <<, >>, >, α , \sim .	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.
Substitute numerical values into algebraic equations using appropriate units for physical quantities.	For example, inserting the appropriate values from a given set of data into the formula for a statistical test, eg inserting the N value (for the number of scores) into the Chi Square formula.
Solve simple algebraic equations.	For example, calculating the degrees of freedom for a Chi Square test.

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Graphs	
Translate information between graphical, numerical and algebraic forms.	For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.
Plot two variables from experimental or other data. (should be able to do from science)	For example, sketching a scatter diagram using two sets of data from a correlational investigation.

From an online blog: what GCSE maths skills look like at different levels.

Grade requirement for an 8	What this actually means
"Perform procedures accurately"	Complete sums and equations correctly.
"Interpret and communicate complex information accurately"	Understand the question and explain their workings and answers correctly and clearly.
"Make deductions and inferences and draw conclusions"	Solve sums and equations using logical reasoning and strong problem-solving.
"Construct substantial chains of reasoning, including convincing arguments and formal proofs"	Work out answers using a series of detailed steps, with workings clearly written.
"Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes"	Find quick ways to work out answers using several calculations.
"Make and use connections, which may not be immediately obvious, between different parts of mathematics"	Realise that knowledge from two different areas of mathematics may be related or applicable to a single question i.e. solve a question using some knowledge from algebra and from stats.
"Interpret results in the context of the given problem"	Realise how the calculations answer the question.
"Critically evaluate methods, arguments, results and the assumptions made"	Weigh up reasons why their solution, or someone else's workings, might be incorrect.

Grade requirements for a 2	What this actually means
<i>"Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures"</i>	Remember the meaning of different mathematical symbols and use them accurately)
<i>"Interpret and communicate basic information; make deductions and use reasoning to obtain results"</i>	Use logic and reasoning to work out answers correctly.
<i>"Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes"</i>	Use the right sums, equations and other processes to find answers to questions.
<i>"Interpret results in the context of the given problem"</i>	Realise how the calculations answer the question.

Grade requirement for a 5	What this actually means
<i>"Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae"</i>	Use the right sums, equations and calculations from the course to work out answers. Understand questions well and show workings with a series of clear steps.
<i>"Interpret and communicate information effectively"</i>	Solve sums and equations using logical reasoning and strong problem-solving.
<i>"Make deductions, inferences and draw conclusions"</i>	Work out the answers by creating a series of logical steps.
<i>"Construct chains of reasoning, including arguments"</i>	Even if a question is in written form, to use a series of sums to find the answer.
<i>"Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics"</i>	Realise how the calculations answer the question.
<i>"Interpret results in the context of the given problem"</i>	If a question involves an example set of sums and an answer, to be able to find whether it's correctly written or not.
<i>"Evaluate methods and results"</i>	